

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5344** | **EDLD 5344 School Law** | **12 hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | The special education IEP process as a whole is extremely time-consuming. With the additional legal requirements of special education, the written documentation for the IEP process is overwhelming for staff members. It is crucial that an administrator assures that special education staff distributes the required paperwork, attends necessary ARD committee meetings, and attends to individual student needs in the classroom. The IEP process can be a legal area that needs to be carefully addressed to assure that proper accommodations and modifications are being met. This course gave me a better understanding of the special educations laws and legal requirements of the program. During our course assignments we worked with the fictional student, Joseph and setting up his IEP that can guide him in the classroom and require modifications and accommodations in standardized test setting. We found that the individualized IEP process can guide Joseph’s educational process so that he can be a more successful student. As an administrator, I will need to give the special education process careful attention to assure that the campus adheres to all special education requirements and procedures or we can be held liable for not meeting IEP requirements or not implementing students’ accommodations or modifications.  “IDEA now places a great emphasis on the subject matter that students with disabilities are to learn” (Walsh, J., Kemerer F., and Maniotis L., 2010, p. 106), so it is necessary to assure that all special education students’ needs are being met utilizing the most favorable accommodations and modifications. Since these students are required to obtain a large amount of subject matter required of them as is also required by general education students, it becomes mandatory that we as administrators pay close attention to the special education process to assure that all teachers and staff are following necessary special education requirements. This will assist in keeping all special educations as successful as possible and eliminate any legal issues that might arise. |